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ABSTRACT

The Ysleta Schools Vocational Equity Project was implemented to develop and test methods to link education and industry in preparing students for nontraditional jobs. Both factual and attitudinal data were collected from educators, students, employers, and employees to accomplish the following project objectives: identify successful role models to link with students to provide first-hand experience and encouragement in nontraditional jobs, provide accessibility to new methods of recruitment in vocational jobs, improve student recruitment for nontraditional jobs, prepare strategies for equal access to vocational education programs, develop methods for making industry aware of qualified students who are interested in nontraditional jobs, and link education and industry in a community effort to enhance students' aspirations and opportunities for employment in nontraditional fields. The following were among the activities and products developed during the project: instructional units for students and teachers, a media campaign to increase awareness of nontraditional workers, an equal access strategies guidebook, a nontraditional role model index, a middle school career program entitled "Futures Week," a mentor-protege program, and a poster set dealing with nontraditional workers. (Appendixes to this project report include sample interview guides and evaluation summaries by project participants.) (Author/MN)

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FINAL REPORT

"Linking Education and Industry in Preparing Students for Nontraditional jobs"

August, 1984

Ysleta Independent School District
8445 Valdespino
El Paso, Texas 79907

Armenia Smith
Ysleta Vocational Equity Project

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ABSTRACT

The purpose of this project was to develop and test methods to link education and industry in preparing students for nontraditional jobs. The project objectives were 1) Identifying successful role models to link with students to provide first-hand experience and encouragement in nontraditional jobs. 2) Providing accessibility to new methods of recruitment in vocational education. 3) Improving student recruitment for nontraditional jobs. 4) Preparing strategies for equal access to vocational education programs. 5) Methods for making industry aware of qualified students who are interested in nontraditional jobs. 6) Linking education and industry in a community effort to enhance students' aspirations and opportunities for employment in nontraditional fields.

Both factual and attitudinal information from educators, students, employers, and employees were used in developing project activities. Factual data were related to employment statistics and nontraditional data from in-district vocational programs. Attitudinal information was related to ideas and opinions obtained from project participants.

The model, involving all groups which influence students' choices, i.e. educators, parents, employers and administrators, met the project objectives by implementing the following activities 1) instructional units for students and educators 2) media campaign 3) Equal Access Strategies Guidebook 4) developing a nontraditional role-model index 5) Futures Week, a middle school career program 6) developing a mentor-protege program and 7) poster set of nontraditional workers. (Appended are sample interview guides and evaluation summaries by project participants)

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Armenia Smith
Vocational Equity Project
Ysleta Independent School District

CHAPTER I - INTRODUCTION

The Ysleta Schools Vocational Equity Project is aimed at breaking through the skewed traditional vocational student enrollment patterns. More than a decade ago young women would not have been in welding, electronics, automechanics or construction classes. However, today women in vocational education are enrolling in non-traditional courses because of the increasing number of women entering the labor force and by the passage of the 1972, 1976 Education Amendments.

Background

The main function of vocational education is to realistically prepare youth for adult life and work roles. Vocational education is responsible for training both men and women in the fields of employment which they choose to enter. Nonetheless, vocational education enrollment patterns have reflected occupational sex segregation - the tendency to enroll students into traditional occupational fields.

Most female students have been enrolled in vocational programs designed to lead into traditional female-dominated fields (i.e. - females in homemaking) and male students have been enrolled in traditional male-dominated programs. (i.e. - males in auto mechanics).

With the legislation which has been passed addressing equal opportunities in vocational education, vocational educators have been given a legal charge: reduce sex bias, sex discrimination, and sex-role stereotyping in vocational policies, programs, recruitment, admissions, courses, teaching, and counseling. This federal legislation includes Title IX of the Education Amendments of 1972 and Title II (Vocational Education) of the Education Amendments of 1976, P.L. 94-482.

Title IX addresses sex discrimination in all aspects of education while Title II addresses sex discrimination, sex bias, and sex role stereotyping specifically in vocational education. Congressional intent is that these two pieces of legislation

work together and complement each other.

Under Title II, states may use federal funds received for vocational education program improvement activities to support programs which are directed toward overcoming sex stereotyping in vocational education. They may use these funds to award grants to projects designed to overcome sex bias in vocational education. Awards are based in accordance with approved five-year and annual vocational program plans.

A review of the enrollment statistics compiled by the U.S. Office of Education reveals a gradual trend toward increased enrollment of students in programs not traditional for their sex.

However, the pace of this change has only been slight. Of all women enrolled in vocational education in 1976, 27.4 percent were in office occupations. In 1976, women enrolled in trades-and-industry programs accounted for 4.9 percent of female vocational education enrollments. According to a Peer Perspective Report, July 1982, Texas only had 11.8% female students in traditionally male vocational courses for the years of 1978-79.

Cooperative education programs, in which students are placed in jobs as part of their school program, have also shown patterns of traditional sex typing. Women students at the secondary level are employed primarily in clerical, sales, and service jobs, while men are distributed throughout all areas but are virtually the only occupants of blue collar jobs.

Statement of the Problem

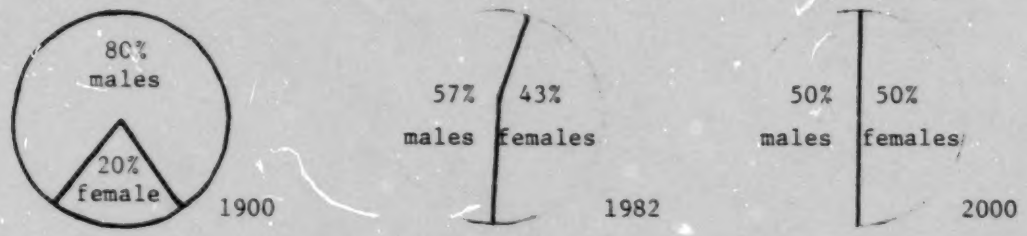
Many believe the proper role of the school is to provide moral leadership to the community and to work to overcome discrimination in all forms. This concept is expressed in Title IX of the Education Amendments of 1972 and the Title II of the Education Amendments of 1976. Vocational educators cannot ensure equal opportunities in employment, but they can contribute to the preparation of students for nontraditional employment. The purpose of this study is to define the role that education, in coordination with industry, plays when preparing students for nontraditional jobs.

Justification of the Study

Much of our society is still based on the traditional image of the family: an employed father, a housekeeper mother, and two or more children. Interestingly, only 7% of the nation's households matched this description in 1979.

Most women now work outside the home. Figure 1 illustrates the increase of women into the work force.

Figure 1 (Source: Department of Labor, Women Bureau) Work Force Participation.



The dramatic increase of women into the labor market has had relatively little impact on occupational sex segregation, which has been characteristic of the labor market in the United States for many years. Such segregation closes off men from occupations in which they might be extremely productive; and it traps women into typically low paying, lower status jobs which seem more a consequence of segregation than anything intrinsic in the work itself.

Table I indicates that men and women continue to work in occupations traditional for their sex. Some figures for nontraditional jobs are:

TABLE I

(Sources: U.S. Department of Labor
Women's Bureau, 1980)

Women		Men	
Engineers	4.7%	Elementary Teachers	17.0%
Lawyers	2.2%	Clerical Workers	20.0%
School Administrators	32.4%	Registered Nurses	4.2%
Mechanics & Repairers	2.1%		
Craftworkers	6.0%		

When considering all groups of workers together, one finds that for every dollar earned by male workers, female workers earn 59 cents.

When Title II was signed into law in 1976, vocational education consisted of many separate courses for boys and girls. Approximately, 50 percent of the enrollments of women in vocational education programs were in nongainful home economics, a program that does not teach salable skills. The remaining female enrollments were almost exclusively in stereotypical fields and lead only to low-paying and non-upwardly mobile deadend jobs, such as file clerk or nurse's aide.

In addition to the remarks quoted above, one important fact, which must be considered, is that nine out of ten young women in high school today will work for pay outside their homes at least 25 years of their lives.

Since 1975, vocational education has had slight increases in nontraditional enrollments of females and males. Table II shows the distribution of females and males in vocational education in 1975 and 1984.

TABLE II

(Table adapted from "Sex Fairness in Vocational Education," Ohio State University)

Major Occupation Group - 1975	Female	Male
Agriculture	9.2	90.0
Distribution	42.8	57.2
Health	72.7	28.3
Consumer and Homemaking	81.9	18.1
Occupational Home Economics	73.2	26.8
Office	63.9	36.1
Trade and Industry	12.6	87.4

There is a direct correlation between the areas for which female and male students are training and the occupations in which men and women predominate in the labor force.

Sex segragation will continue unless vocational education does its part to end sex segregation in vocational enrollments. Vocational education is a critical

filter between school and work. The problems of occupational and educational segregation must be addressed by education.

Definition of Terms

The following definitions apply throughout this report and are in accordance with Title II, 1972 and Title IX, 1976 Education Amendments.

Sex Role Stereotyping - Attributing behaviors, abilities, interest, values and roles to a person or group of persons on the basis of sex.

Sex Bias - Behavior resulting from the assumption that one sex is superior to the other; such behavior usually is not considered against established law.

Sex Discrimination - Any action which limits or denies a person or group of persons opportunities, privileges, roles or rewards on the basis of their sex; these actions are considered to be against established law.

Non Traditional Recruitment - Policies, procedures, programs and activities which lead to increased enrollments of students into educational programs previously dominated by one sex; this applies to both female dominated and male dominated programs.

Title IX of 1972 Education Amendments - "No person shall, . . . on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

Title II of 1976 Education Amendments - Provisions for Sex Equity fall into three major categories: 1) requirements for the administration of state vocational education programs, 2) requirements governing the state use of funds, and 3) information pertaining to the national vocational education program.

Sexism - The collection of actions, behaviors, processes and policies that overtly or covertly prescribe the development of girls and boys and prepare them for traditional sex roles; this word will often appear as a catch-all or be used synonymously with the terms sex bias, sex role stereotyping and sex discrimination.

Occupational Sex Role Stereotypes - Those in which specific occupations are linked, and believed to be appropriate to members of one or the other sex.

Equity - Moving beyond discrimination -- reforming and improving; based on concepts of fairness, justice--a right recognized and enforced.

Equality - The quality or state of being equal.

Sex Fairness - Treating both sexes in the same manner.

Nontraditional Worker - A person employed in an occupational area once considered appropriate for the opposite sex.

Affirmative Action - Any action that is intended to correct effects of past discrimination, to eliminate present discrimination, or to prevent discrimination in the future.

Sex Affirmative Behavior - Attempts to compensate for the effects of past sex discrimination.

Traditional - Characterized by that which is handed down from generation to generation through custom and practice.

Stereotype - Oversimplified way of thinking about a group of people.

Basic Assumptions

1. Nontraditional enrollments in vocational education are a valid concern of the public schools.
2. Education has an obligation to prepare men and women to their fullest potential.
3. For education to have an impact on training students in nontraditional vocational programs, special support services have to take place.

Limitations of the Study

1. Project impact will be limited.
2. This research will summarize available research projects and complete an in-district study. Only research that is readily available will be utilized

because of time constraints placed on the completion of this project.

3. Assessments utilized will be developed and field-tested as the project develops.

CHAPTER II

REVIEW OF LITERATURE

Legislative Background

Laws have been passed in recent years to prohibit sex discrimination in schools and the workplace. Title IX of the Education Amendments of 1972 forbids discrimination in public schools. The Education Amendments of 1976 (PL94-482) not only outlaw discrimination in vocational programs, but also mandate active efforts to reduce bias.

Linkages Between Education and Industry

Overview

Michael Timpan's article, "Business Has Rediscovered the Public Schools," (Kappan, 1984) summarizes the following information regarding how the business community has been reestablishing connections with public education:

> Of all the recent changes in the landscape of American education, none has been more dramatic and swift than the reappearance of the business sector. Nowadays, no analysis of education performance fails to mention either the need for improved skills in the labor market or the need for improved productivity that will enable the U.S. to complete successfully in the global economy.

Some History

> The involvement of business in education is not new. For the first half of this century that interest was pervasive. Almost all school board members were business or professional men, and public school management was modeled on business management. Business leaders and educators readily agreed that an important objective of education was the preparation of students for a productive worklife. Curricula, testing, placement, and counseling programs all developed within this comfortable consensus. The prodigious expansion of the public schools after World War II turned out to be the last page of this chapter in the history of business involvement in the schools.

The context of educational policy making changed swiftly in the mid to late 1960's. Though the change was most dramatic in the cities, new issues of educational equity, of due process, and of political power came to the fore in communities of every size throughout the U.S. And with those new issues came new actors: organized teachers, advocates of previously neglected groups of students, lawyers and judges, federal and state program managers. In a few years the corporate influence had been eclipsed, and corporate representatives usually withdrew from or were pushed aside in the deliberations over local educational policy. They were rarely involved, too, in the development of new state and federal educational roles.

Thus, in the critical years from the mid-1960's to the late 1970's, business leaders were increasingly distant from the schools. Their interest shifted toward the universities. The children of business leaders usually attended private elementary and secondary schools or public schools in the most elite suburbs. Lacking much contact with most public schools, business leaders tended to believe most of the stereotypes of public schooling that circulated during these years: school systems "failing" and test scores falling because of unruly students, unworkable innovations, militant and uncooperative teachers, and ineffectual administrators.

During these years, business leaders felt they could afford to be passively critical of education because of the plentiful supply of qualified entry-level workers among the very large numbers of young people born during the postwar baby boom and among women reentering the labor market.

In Recent Years

During the past six to eight years, business leaders have been gradually reestablishing connections with public education. During 1983 that process has accelerated greatly. Why? It seems clear that changes in the labor supply have been the most significant spur to this renewed interest in education.

These changes have led business leaders to a whole new set of realizations:

- There will be fewer young people entering the labor market - 20% fewer high school graduates in 1990 than in 1980.
- The proportion of women in the labor market will not rise as swiftly in the future as it has in the recent past.
- The skills needed in the workforce are growing increasingly complex and changing rapidly. Individual workers will need to learn new skills continually as their jobs change under the impact of technology and as they change jobs.
- Increased worker productivity will be a necessary ingredient for successful competition in the global economy.
- Only the schools can do the bulk of the job of educating young people. Employment training programs for youths and company training programs for employees can complement - but not substitute for - an effective public education system.

Business leaders have come to understand that the emerging labor supply problem is essentially an educational problem. The knowledge and skills required in today's labor force are general rather than specific to any firm or industry. Businesses need employees who can read, write, and count, but these employees must also be able to solve problems, learn new things, and understand people.

Today it is educators, more than businesspeople, who are likely to pigeonhole the new interest of business into the area of vocational education. Business leaders have not turned their backs on vocational education, but their interest in both the products and processes of public education is far more general.

Business leaders began slowly, over the past several years, to strengthen ties with and increase assistance to the schools. And a somewhat battered and, it must be said, suspicious education community began just as slowly to respond.

The local activities carried out through the new business/education relationship were initially of two kinds.

1. Processes of communication and collaboration.
2. Helping-hand activities.

What Does the Future Hold?

It is impossible to say what effect this new corporate involvement will ultimately have on education policy and practice. The involvement is barely under way.

Partnerships in Education

Effective school/community partnerships already exist in many locales. The following list describes a few of these partnerships (Gray, 1984):

A. Houston, Texas; 66 businesses established or continued partnerships with 63 public schools during the 1982-83 school year; ex. Rockwell International was one of several Houston companies that sent speakers into the schools to acquaint students with many different career choices available to them.

B. Springfield, Massachusetts; partnership programs involve a cross section of the community (senior citizens, local businesses and area colleges); ex. Monsanto Corporation conducts a 10-week seminar for science teachers to show new advances in science.

C. St. Louis Missouri; the Monsanto Fund and Southwest High School formed the city's first industry/school partnerships in 1980; ex. in the 1983-1984 school year the program has enlisted the cooperation of 100 businesses and other agencies.

D. Chicago, Illinois; 73 corporations have adopted 86 public schools; ex. Sears has taken on 10 schools.

E. Montgomery County, Maryland; 20 automobile dealers participate in the Automative Trades Foundation, which operates a licensed used-car dealership staffed by 48 students.

F. Pinellas County, Florida; the public schools and the Suncoast Chamber of Commerce established a partnership to create an economics education program.

G. Fairfax County, Virginia; a business/school partnership focuses on helping teachers understand the high-tech world; ex. 225 teachers and guidance counselors tour corporate offices and data centers in Fairfax County, finding out about the potential job markets in the coming years for students.

H. San Francisco, California; Corporate Action Program, some 40 corporations contribute funding, volunteers, and the use of their facilities to provide business related learning experiences for San Francisco students.

I. Atlanta, Georgia; Atlanta Partnership of Business and Education, Inc. - a three-way partnership of the school system, higher education, and business (Danzberger and Usdan, 1984).

Critical Considerations

The following considerations are noted in the literature (Danzberger and Usdan, 1984) as being the most critical factors for establishing partnership programs:

A. The superintendent of schools must be committed to community partnerships.

B. The business community must support the goals of the program.

C. Partnership arrangements must allow the business volunteers to meet some of their goals, as well as to serve the needs of the school system.

D. The program develops gradually; the key ingredients for development are mutual trust and a prevailing sense of common interests.

E. A series of interview assessments are administered in the early stages of the program; these interviews, on how participants stand on various issues, help the partnership take hold.

F. Continual monitoring of the program at every stage of development is done to assess strengths and confront problems; lines of communication are kept open to ensure effective monitoring.

Institutionalizing Linkages

Institutionalizing linkage programs requires the following factors (Gray, 1984):

District-level Support

The school board and the superintendent should express their strong support. Visible support from business executives and the backing of major civic organizations also improve the chances that a volunteer program will succeed.

A Systemwide Manager

Place one person in charge of managing volunteers.

People

Effective school volunteer programs focus on involving people, not on procuring money.

Future Occupational Outlook

Women in the Work Force

One of the most spectacular changes in the American economy in the past few decades has been the dramatic increase in the number of women working for pay outside the home. This number jumped from less than 8 million in April 1950 to nearly 23 million in April 1960, 31 million in 1970, and 41 million in 1980. (Herath and Kaufman, 1981)

Throughout 1981, women continued to join the work force in increasing numbers. An average of 47 million women were in the labor force, either working or looking for work in 1981. (U.S. Department of Labor, 1982)

Today's average working woman is 35, married and has children. She works out of economic necessity, not just to have extra money for spending. The following

is reported in "20 Facts on Women Workers" (1982) by the U.S. Department of Labor:

A. In 1977 the average woman, 16 years of age, could expect to spend 27.7 years of her life in the work force, compared with 38.5 years for men.

B. Women workers, with four or more years of college education, had about the same income as men who had only 1 to 3 years of high school--$12,085 and $11,936, respectively, in 1981.

C. Women are still concentrated in low paying dead-end jobs; 70 percent of all women workers are concentrated in five occupational areas: clerical, sales, service occupations, teaching and nursing. (Women's Bureau, Department of Labor)

D. Women represented 63 percent of all persons below the poverty level who were 16 years of age and over in 1981.

Janet Norwood, in the "Female-Male Earnings Gap: A Review of Employment and Earnings Issue", concludes that earnings of women are generally lower than earnings of men because the jobs that women hold are generally paid at lower rates than the jobs held by men.

Median annual earnings of
year-round full-time workers
14 years and over by sex, 1960-1981

YEAR	ANNUAL EARNINGS WOMEN	MEN	WOMEN'S EARNINGS AS PERCENT OF MEN'S
1960	$ 3,293	$ 5,417	60.8
1970	5,323	8,966	59.4
1980	11,197	18,612	60.2
1981	12,001	20,260	59.2

The following table shows women employed in selected occupations 1970 and 1981 (U. S. Department of Labor): (numbers in thousands)

OCCUPATION	NUMBER 1970	NUMBER 1981	WOMEN AS % OF ALL WORKERS IN OCCUPATION 1970	WOMEN AS % OF ALL WORKERS IN OCCUPATION 1981
Professional/Technical*	4,576	7,173	40.0	44.7
Managerial, except farm	1,061	3,098	16.6	27.4
Sales Work	2,143	2,856	39.4	45.4
Clerical	10,150	14,645	73.6	80.5
Operatives	4,036	4,101	38.4	39.8
Transport Operatives	134	304	4.5	8.9
Service Workers	5,944	8,184	60.5	62.2
Craft	518	786	4.9	6.3

*Teaching profession makes up approximately 50% of the number in the professional/ technical area..

Where to Look for Jobs in the 1990's

Henry Levin and others suggest that the labor market in the next decade will need more service workers than high-tech operators. They maintain that the skill requirements of entry-level jobs may actually diminish in many "no-tech" jobs.

The chart below illustrates the projected distribution of employment in 1990.

PROJECTED DISTRIBUTION OF EMPLOYMENT
BY INDUSTRY IN 1990

INDUSTRY	PROJECTIONS (Workers/Millions)
Wholesale and Retail Trade	24.8
Services	24.4
Manufacturing	23.6
Government	17.5
Finance (Insurance & Real Estate)	6.3
Contract Construction	4.9
Agriculture	2.9
Mining	1.0

References:

"Employment in Perspective: Working Women, Summary 1980". U.S. Department of Labor, Bureau of Labor Statistics, Report 643.

Tomorrow's Jobs reprinted from the Occupational Outlook Handbook 1980-81 Edition, Washington, D.C., U.S. Department of Labor, Bureau of Labor Statistics, Bulletin No. 2075-1, Superintendents of Documents, U.S. Government Printing Office.

Future Plans as Reported by Female Students

The following summarizes what female students perceive as their future plans (Derryberry, 1979):

A. A majority of students have careers in mind; those enrolled in non-traditional classes are much more likely to consider nontraditional careers.

B. Most women predict jobs in traditionally female areas, Example - secretary, nurse.

C. Women expect to make less than one-half the salary men predict.

D. Women expect to make less money than men in almost every occupation.

E. Women feel that the most important factor in choosing a career is money, followed by skills and job outlook.

Implications

Women can and must be prepared for the eventuality of work. This preparation will make them more productive and provide them with more benefits from their work in terms of satisfaction and higher monetary return. It will also reduce the waste of time and energy it takes for a woman to begin this preparation after high school, often when she already has family and job responsibilities. (Kane and Franzie, 1978)

Nontraditional Enrollments

Barriers

The following information is provided to investigate the factors which are still functioning as barriers to the entrance of both men and women into nontraditional careers.

The barriers which deny equal access to young women can be summarized as follows (Derryberry, 1979):

A. Internalized sex-role stereotyping by young women, which includes occupations appropriate for women, myths about careers for women, and myths about the mental and physical capabilities of women. (Burlin, 1976, Rosen and Aneshensel, 1978)

B. Lack of female role models. (Tibbetts, 1975)

C. Peer pressure, especially a fear of harrassment by male classmates. (Vetter, 1977 and Kane, 1978)

D. Attitude and stereotypes held by parents which may be overt or subtle and whose effect is the same. (Kane, 1978)

E. Attitude of school personnel, including vocational directors, guidance counselors and instructors which betrays the posture of school personnel to support sex equity with the often subtle undertone of inappropriateness of non-traditional interests. (Epler, 1982 and Sandler, 1982)

F. A lack of proactive recruitment and support techniques for sex equity. (Gaskill, 1980)

G. A lack of exposure to and preparation in skill areas. (Sandler, 1982)

H. A lack of adequate career education. (Kane, 1978)

Experience of Nontraditional Female Students

The following summarizes the experiences of nontraditional female students as follows: (Derryberry, 1979)

A. Generally, young women enrolled in non-traditional vocational classes because of interest, or because they wanted to try something different. (Kane, 1978)

B. They were influenced in their decision by friends, mothers, guidance counselors, or made the decision on their own. (Kane, 1978 and Veres, 1981)

C. Their major concerns before entering their class were how the boys in class would react, lack of female companionship, and if they would know enough to keep up in class.

D. Generally, the women felt that school personnel were supportive of their decisions to enroll in non-traditional classes. (Veres, 1981)

E. Female students felt that they often had to prove their interest in non-traditional areas. (Sandler, 1982)

F. Women reported that their experiences in their non-traditional class were good or very good. (Goetsch, 1981)

G. Most of the women were the ONLY women in their class. (Kane, 1978)

H. A majority of the women reported being harrassed and feeling out of place because they were the only woman.

I. Women felt they were treated differently by their teachers. (Kendall, 1983)

Recommendations From Related Sex Equity Projects

Projects have been conducted in many states to overcome these barriers to sex equity in vocational education. Various methods or strategies have been investigated, utilized, and evaluated in these projects. A review of these various methods and strategies will provide an insight as to methods and means used to provide for special intervention for the improved recruitment, retention and placement of nontraditional students.

No single program or activity can be instituted to eliminate sex discrimination from vocational education. (Knight, 1980) However, many projects have made

commendable efforts to reduce sex bias in their vocational programs by utilizing the following strategies.

A. Monitor the following: (Atkinson, 1978)
   1. Vocational education enrollments
   2. Advisory committee representation
   3. Curriculum materials
   4. Course content
   5. Policy

B. Provide staff development regarding sex equity and vocational education. (Atkinson 1978; Lynch, 1979)

C. Develop a centralized center of resource materials. (Lynch, 1979)

D. Collaborate with populations outside the educational system, i.e., support from parents, employers, community and students. (Lynch, 1979; Derryberry, 1979)

E. Pilot model recruitment programs focusing on nontraditional vocational enrollment (Lynch, 1979); utilizing the following:
   1. Use nontraditional role models
      a. Programs like "Tradeswoman" should be repeated year after year;
      b. Recruit and hire more female non-traditional vocational instructors;
      c. Invite nontraditional graduates back to talk with younger women about their jobs;
      d. Ask currently enrolled nontraditional students to talk with 9th and 10th graders about their experiences in class;
   2. Explain social and physical demands through on-the-job site exposure (Kane, 1978)

F. Reach out to area high schools that send students to a vocational high school with information about nontraditional careers (Gaines, 1981):

1. Design tours for students to visit vocational facilities.
2. Provide job visitations and/or field trips so that industrial representatives, including nontraditional role models can meet with students (Kane, 1978; Lynch, 1979; Gaines, 1981)
3. Publicize stories of students and/or employees who are finding success pursuing nontraditional roles. (Lynch, 1979)

G. Provide a general information campaign to increase awareness of expanded roles through the media (newspapers, radios, television).

H. Provide secondary school women with adequate information and early exposure to a variety of occupations to stimulate their interest. (Kane, 1978)

I. Encourage continued involvement in vocational student organization activities by both males and females, especially in the case of leadership opportunities. (Gaines, 1981)

J. Provide career education and decision-making which include non-traditional options, at an earlier age, starting in junior high school.

1. Perhaps a "Woman's Day" at different job sites, or in high school shops can be promoted annually;
2. Use slide-tape shows which include a historical perspective of non-traditional employment, job and training opportunities available locally. (Derryberry, 1979)

K. Support nontraditional students. The following recommendations may help to maintain nontraditional students and attract other students into classes (Derryberry, 1979; Knight, 1980).

1. Enroll 2 or more nontraditional students in the same class.
2. Organize support groups for women enrolled in all non-traditional classes so that they can talk about their concerns, problems, and positive experiences with each other.
3. Provide training for these women in these areas:
   -assertiveness training
   -harrassment and ways to effectively deal with it.
4. Ensure that women who sign up for non-traditional classes are invited to these support groups even before they actually enter class; this may help eliminate women from dropping classes.
5. Provide reinforcement and additional support the first few weeks of class when many women tend to drop.
6. Do not group women students as partners in a class, rather integrade them with male students.
7. Encourage both male and female students to talk about their feelings regarding coed classes so that they can resolve their differences as a group.
8. Discipline students who harrass nontraditional students.
9. Do not pit male and female students against each other. ("You're not going to let a girl show you up, are you?")
10. Do not assume that everyone in a beginning class knows about tools and how to use them.

CHAPTER III

RESEARCH METHODS AND PROCEDURES

Hypotheses and Questions

The purpose of this research was to develop a model which can be used statewide to link education and industry in preparing students for nontraditional jobs.

The following objectives were identified for the project:

A. To identify successful role models to link with students to provide first hand experience and encouragement in nontraditional jobs.

B. To provide and improve student recruitment in vocational education for nontraditional jobs.

C. To prepare strategies for equal access to vocational education programs.

D. To link education and industry in a community effort to enhance students' aspirations and opportunities for employment in nontraditional fields.

The following questions were identified:

A. What factors influence secondary vocational education programs to successfully recruit, retain, and place students in nontraditional jobs?

B. What methods can be utilized to improve student recruitment in vocational education?

C. What strategies provide for equal access to vocational education programs?

D. What are the titles and jobs held by nontraditional workers in El Paso, Texas?

E. What impact will this model program have on nontraditional recruitment, retention and placement?

Based on the proceeding questions, the following research hypotheses were formulated:

A. A model program can be implemented to improve recruitment, retention and placement of students for nontraditional jobs.

B. Education and industry will be linked in a community effort to enhance students' aspirations and opportunities for employment in nontraditional fields.

C. Nontraditional workers can be identified and utilized to provide students first-hand experience and encouragement in nontraditional jobs.

Development

A major goal of this research study was to develop a program which would recruit, retain and place nontraditional students. As a first step in developing this model program, materials developed by other researchers were examined for possible use. Both print and audio-visual materials were reviewed for their appropriateness in presenting information which promote nontraditional occupations. Prior to selection the following criteria were applied:

A. Male and female students pictured in nontraditional roles

B. Adaptability to this project

C. Cost of materials

D. Availability of materials

The process of reviewing materials brought to light a wide variety of appropriate materials which could be utilized in conjunction with this project.

Selection and Nature of the Instrument

The study was designed to be descriptive in nature. Information was gathered through interviews which provided anecdotal data. The project staff developed the questions after reviewing other model projects. (See Appendix)

Criteria for Selection of Subjects

When selecting the subjects to be interviewed the following criteria were applied:

A. School personnel who are involved in vocational education

1. Administrators
2. Counselors
3. Teachers
4. Advisory Council Members

B. Availability to be interviewed

C. Participants in the project

1. Nontraditional students
2. Nontraditional workers
3. Employers of nontraditional workers
4. Eighth grade students who visited the vocational high school (15 classes)

Collection of Data

To obtain the interview data relevant to nontraditional recruitment, retention, and placement, the following steps were utilized:

A. Idenfification of project staff

1. Role model index developer
2. Business/Education Liason

B. Review of enrollment data (VEDS report)

C. Visitation to vocational high school

D. Development of mailing list and letter

E. Identification of key school personnel to be interviewed

F. Development of interview schedule

G. Visitations to selected vocational advisory councils

H. Visitation to business sites

I. Development of model

Obtained Sample

An effort was made to include:

A. All district vocational administrators

B. Majority of vocational counselors

C. A representative sample of nontraditional workers

D. All nontraditional students presently enrolled in vocational programs at the Vocational High School

E. All advisory councils to the cooperative programs

F. A representative sample of businesses who could employ nontraditional students

G. Selected vocational teachers

H. All students who visited vocational high school during the open house and eighth grade field trips

Evaluation of the Responses

This anecdotal data were summarized within each population sampled. These included the following:

A. Vocational Advisory Council Members

B. Vocational School Personnel (Interview schedule in Appendix)

C. Nontraditional Workers (See Appendix)

D. Business and industry personnel involved in the Mentor-Protege Program (Names and addresses in Appendix)

E. Nontraditional students (Names and programs in Appendix)

CHAPTER IV

Analysis and Results

This section presents the findings from questionnaires and evaluations administered to project participants. The first part of the chapter describes the data collected in the preassessment phase. The second part of the chapter presents the findings from the evaluation of project activities.

Preassessment Data

The following data was collected as a preassessment of project needs:

1. District Enrollment Data - The number of nontraditional students increased from nine (9) in the 1982-83 school year to twenty-one (21) in the 1983-84 school year. (Appendix p. 46)
2. Interviews were completed by:
   a. nontraditional students in a vocational program
   b. advisory committee members
   c. nontraditional workers
   d. vocational counselors
   e. vocational teachers and administrators

Findings From Preassessment

Findings are best summarized according to each group surveyed. Table I shows the number in each group. Further, a list of general observations and quotations of persons interviewed is provided for the respective groups.

TABLE I Scope of the Study

Target Groups	Number Sampled
Nontraditional Workers	23
Advisory Members	35
Students	
Nontraditional students	19
Educators	
Vocational Counselors	6
Vocational Teachers and Administrators	16

Students (Appendix, pp. 47-52)

Nontraditional students enrolled in a vocational program were one of the largest group interviewed. The interview was arranged at the vocational high school. These students were invited to attend a reception so that the interview could be accomplished. Each question was read aloud and explained.

1. More than half (53%) interviewed first considered taking a vocational program in the 10th grade.
2. 47% expressed some concerns and hesitations about enrolling in a nontraditional class, as evidenced by the following quotes:

   "I thought I was going to be the only girl."

   "I thought the guys might mistreat me."
3. When asked what were the deciding factors in taking the vocational class, most cited having an interest and earning a good income.
4. These nontraditional students were enrolled in classes with no more than three other students of the same gender.

5. Students identified the counselor (58%) as the person who influenced them the most when enrolling in a nontraditional program.
6. Class presentation by counselors was cited (74%) as the method of recruitment that had the most influence.
7. Ninety-five percent felt that they were suited for nontraditional work.
8. There was an even split regarding preferential treatment.
9. Students (63%) gave the following reasons for not being prepared as well as other members in their class:

   "Didn't know anything about tools."

   "Didn't have any background/information regarding course."
10. When asked why they think their friends were not entering nontraditional programs, most students cited that their friends were not encouraged and provided enough information to make that choice.

Educators

Vocational Counselors (Appendix pp. 53-55)

The project director interviewed all district vocational counselors at one of their weekly meetings.

1. All of the counselors interviewed have seen an increase in nontraditional enrollments.
2. Most attributed this increase to public awareness of vocational programs.
3. All felt that nontraditional students are not running into difficulties.
4. All counselors identified someone different as the person they felt was the most influential person on a student wanting to take

a nontraditional program. They cited parents, teachers, peers, counselors and the student's personal interest and motivation.

5. The vocational counselors suggested several different methods to increase the number of students enrolling in nontraditional classes. Some recommendations were as follows:

   "...publicize successful nontraditional students."

   "...develop and use posters on nontraditional workers."

   "...include statements of nontraditional opportunities in vocational presentations."

Vocational Educators (Appendix pp. 56-59)

The vocational educators who participated in this survey attend a Linkage Conference held for vocational educators and nontraditional workers. The survey was completed by both groups and the information was shared during dinner. The instruments were collected at the end of the evening. Both groups were especially supportive of vocational programs for nontraditional students.

1. Experiences with nontraditional students varied among those interviewed. All had worked with nontraditional students.
2. There was many different answers in terms of how extra help, support, encouragement or training is needed for nontraditional students. Many felt that they need encouragement at home and at school. Others felt that more increased enrollment of the same gender as well as adaptations to the curriculum would increase nontraditional enrollments.
3. However, when asked what problems they have encountered with nontraditional students they cited very specific observations.

Some of these included the following:

"...physical limitations."

"...lack of mechanical skills."

"...lack of motivation and sense of belonging."

"...peer pressure."

4. All felt that the future is very bright for nontraditional enrollment. This is evidenced by the following quote:

"They are being accepted more and more in all occupations and in the near future there will not be a difference."

Advisory Members (Appendix p. 65)

The project director met with advisory members as arranged by district vocational personnel. An informal interview took place. The advisory members interviewed served on the following advisory councils:

Office Duplicating Practices (ODP)

Home Economics

Home Economics Cooperative Education (HECE)

Industrial Arts

Vocational Counselors

Distributive Education

Findings were as follows:

1. Out of 35 advisory council members, there were only four nontraditional workers serving as advisory members.
2. All members except two supported the increase of nontraditional employment opportunities.
3. Most members cited federal affirmative action laws as the reason there has been an increase in men and women seeking nontraditional work.

4. Several advisory council members suggested that there was a high turnover by nontraditional workers at their work sites.

5. Several members talked about their children regarding their nontraditional occupations.

"...my daughter, the dairy farmer."

"...my son, the industrial nurse."

Nontraditional Workers (Appendix pp. 60-64)

The nontraditional workers were interviewed at the Linkage Conference as previously discussed.

1. When asked why they had selected this occupation, all cited different reasons. Examples follow:

"...to work outside and not deal with the public."

"...money..."

"...interest and also influenced by father."

"...I wanted to be a designer but got to drawing homes and liked it better."

"...viewing the opportunities for the future."

2. Several nontraditional workers indicated that their most difficult part of their job related to stereotyping.

3. Nontraditional workers identified the following persons as encouraging them to select this occupation:

2	Friends and neighbors
3	Family member (Ex. Father)
2	Guest speaker at school
1	Superior at work

4. Most were discouraged by others from selecting this occupation. They were told it was not a career for women/men, that the work was dirty, and that there were no opportunities for advancement.
5. All assessed their future as excellent.

Post Assessment of Project Activities

Several activities were designed and field tested as a result of this project. Guidelines are included in the attached project guidebooks.

This section presents the findings from the evaluations completed by activity participants and general observations by the project director. This analysis examines the impact of the project activities.

Findings

Table II shows the number of participants according to each project activity. Further, a list of general observations is provided in this section.

TABLE II

Activity	Number of Participants
1. Linkage Conference/ Vocational Educators and Nontraditional Role Models	43
2. Linkage Conference/ Academic and Voactional Counselors	35
3. Student open house/at the Vocational High School	141
4. 8th Grade field trip/at the Vocational High School	375
Students	226
Tour Guides	7
5. February open house for parents at the Vocational High School	44

Activity	Number of Participants
cont'd...	
6. Mentoring Program	
Students	20
Employees	12
7. Presentations to vocational student organizations	
FHA	52
ODP	150
8. Middle School - Futures Week Activity	298
9. Nontraditional/Role Model Index	28

1. Linkage Conference/Vocational educators and Nontraditional workers

A linkage conference was held to provide an opportunity for nontraditional workers and educators to discuss nontraditional work. Fourty-three people attended. (Appendix pp. 66-69)

All agreed that this interaction between educators and nontraditional workers was worthwhile. Educators responded as follows:

> "...because we as educators made some good contacts to present to our students in the future as role models; because they offered objective suggestions to be used in my class."

> "...brought fresh new ideas about what industry wants, so that students may be better taught."

Nontraditional workers comments were as follows:

> "...It gave me encouragement that I am not alone as a nontraditional worker and I will encourage other women to get into nontraditional jobs."

"...the interaction gave proof that nontraditional workers can be successful and accepted."

"...both groups need the interaction to realize the potentials each has to offer and work together for the benefit of the upcoming generations - the future of our city and country."

2. Linkage Conference/Academic and Vocational Counselors

A linkage conference was held to provide an opportunity for academic and vocational counselors to discuss nontraditional work. It provided them with information and explanation of the renewed emphasis in vocational education of expanding roles for students. (Appendix pp. 70-72)

All counselors agreed that the conference meet the objectives. Activities that would be initiated as a result of this conference includes the following.

"...by encouraging kids into nontraditional vocations."

"...I will be more aware of my own choice of words, of my biases and work at eliminating them. I will obtain and provide more up-to-date information."

"...by continuing to give out information to all students with the understanding that all persons be given equal opportunity."

3. Students Open House/Vocational High School

Students who had applied for admittance into a vocational program were invited to attend a half-day open house on Saturday, March 10, 1984 from 9:00 a.m. - 12:00 noon. They were provided the following:

a. a tour of the building

b. a panel presentation by nontraditional workers

c. a panel presentation by employers in different vocational fields

d. hands-on demonstrations

Bus transportation was provided to the vocational high school from each home school. One hundred forty one students attended. (Appendix pp. 73-75)

1. 98% of the students enjoyed the open house. Some general comments were as follows:

"I think you should continue this program to help students get involved in vocational courses. I enjoyed it and this pushed me to follow through with my plans for the future."

"I liked the speakers alot, you can learn many things just by talking and listening to them."

"I really enjoyed it, hope you have one every year."

2. When asked which vocational courses they plan to enroll in next year, cosmetology, auto mechanics and vocational electronics were cited most often.

4. 8th Grade Field Trip/Vocational High School

Sixteen eighth grade classes involved in a Junior Achievement Activity, Project Business, were selected to field test a field trip to a business site as well as a guided tour through the vocational high school by a nontraditional student. A follow-up survey was administered. Two hundred twenty six responses were returned. (Appendix 76-80)

1. When asked what they had learned regarding vocational education as a result of the tour, 226 (60%) students commented - "...you learn many skills and get a very good education."
2. Most males and females learned the following about nontraditional work:

Males	25	(25%)	Nontraditional work is for both men and women.
Females	39	(31%)	
Males	20	(19%)	Offers more benefits and more pay
Females	37	(30%)	

3. A majority of both males and females were interested in taking a class at the vocational high school.

   Females 78 (62%) Males 62 (61%)

   a. However, the number one choice by these females was cosmetology and for the males was auto mechanics.
   b. Several females 14 (18%) selected nontraditional programs.
4. The most frequent recommendation made by the nontraditional tour guides to improve the eighth grade field trip was as follows: "Students should be provided the information regarding vocational education prior to attending the field trip." (Appendix p. 81)

5. February Open House for Parents/Vocational High School

The vocational high school hosts an annual open house each February. This provided an opportunity to set up a booth with posters, filmstrips and literature regarding nontraditional opportunities. The booth was staffed by three nontraditional students who gave each parent a handbook on nontraditional programs and answered questions as the parents visited. Forty-four parents signed the visitor list.

The project director was there to assist the students; however, after a few minutes, the students handled everything. They explained to the parents the meaning of nontraditional and encouraged them to take the available literature. The three nontraditional students as well as the project director felt it was very successful and provided needed information to the parents.

6. Mentoring Program

A job site visitation program to help students, particularly nontraditionals, understand and gain more knowledge about selected vocational fields, was developed and field tested as a project activity. Twelve businesses provided twenty students an opportunity to visit a business for a full day. (Appendix pp. 82-83)

Students

The students were interviewed at a debriefing session held one week after their visit. (Appendix pp. 84-87)

1) Both males and females felt more enthusiastic about pursuing this career.
2) Majority of both males and females felt they had gained new job skills.
3) There was the same number of males (3) and females (3) who commented that the least desirable part of the job they visited was the physical conditions at the job.
4) All of the students felt it was a very worthwhile experience and should be continued.
5) Twelve different businesses participated. Seven returned the follow-up survey. Overall, all felt that the program

was excellent; that the students were well prepared to be on the job site; and that they would participate in a similar program.

7. Presentations to Vocational Student Organizations

Two presentations were developed and presented to District Conferences of the Future Homemakers of America Club and Office Duplication Practice Club. Each program presented information concerning career planning and included nontraditional role models.

Both programs were very successful. Some general comments were as follows:

"I learned that we really have to be prepared for our future."

"...that women have to work..."

"...how the role of women has changed..."

"I learned that I can't just sit back and wait for things to happen. I have to think about my future, my career and my family life."

8. Futures Week Activity

A Futures Week was implemented as a school wide project. Future Week activities provided students with the opportunity to investigate future careers, especially nontraditional careers. All classes, writing, reading, social studies, math and science were involved and integrated career activities within their regular curriculum. The following is a schedule of events:

Monday: Writing Classes: "Job Interviewing Skit"

Tuesday-Thursday: Business, Industry and Government Student Field Trip of El Paso

Wednesday Evening: Parent Program

Friday: Futures Career Day (all classes)

The project was very successful. Teachers, students, counselors and administrators participated. One student wrote the following:

> "It will make me aware of the right way to apply for a job; so that, I can make my impression outstanding."

The final event, FuturesCareer Day linked education to business and industry. Seventy-seven speakers stepped into classrooms to discuss their jobs with 298 students.

9. Nontraditional/Role Model Index

A role model index was developed as a project activity. One hundred forty-five letters were sent to various organizations and employees to identify nontraditional role models. Forty-five responses were returned. Twenty-eight of these attended the Linkage Conference and agreed to be listed on the index. So that these role models would be utilized in elementary, secondary and post secondary classes, a series of seven posters were developed as follows:

Male dental hygienist	Female firefighter
Female painter	Female draftsperson
Female welder	Female engineer
Female print shop manager	

As a result of this activity, these role models were asked to be panelist guest speakers, and serve as vocational advisory council members.

CHAPTER V

Summary, Conclusions and Recommendations

Summary

The purpose of this research was to develop a model to link education and industry in preparing students for nontraditional jobs.

Information was gathered through interviews which provided anecdotal data. Based upon enrollment data, recommendations from advisory committee members, and vocational district personnel, activities were developed and field tested throughout the 1983-84 school year. A comprehensive approach, utilizing various activities, was attempted to provide linkages between business, industry, government and education to promote nontraditional opportunities.

Conclusions

The following conclusions were based on the information gathered during this project:

1. A comprehensive approach involving all relevant groups produces observable changes in the behaviors of students, district personnel and the business community toward nontraditional careers.
2. The following are useful methods for the recruitment of nontraditional students into vocational education:
   a) group presentations
   b) tours of vocational facilities
   c) utilization of role models (nontraditional students as well as nontraditional workers)

d) use of bias-free visual materials

e) job-site visitation program

Recommendations

These findings from the present study suggest several recommendations for implementation by educators. These recommendations include:

1. Teachers and/or guidance counselors should identify and actively recruit potential nontraditional students.
2. School districts should establish a comprehensive approach where all relevant groups are informed regarding nontraditional opportunities.
3. Audio-visual, instructional, and orientation materials should include representations of females/males in nontraditional roles so that recruitment, retention, and placement of students are enhanced in nontraditional programs.
4. Linkages should be established and maintained among secondary and post secondary schools and the business community so that information can be exchanged regarding nontraditional opportunities.
5. Increase the involvement of parents and peers with students who are making career decisions, especially with regard to nontraditional career options.
6. Since schools have a variety of demands on available classroom time, intervention strategies should be integrated into the regular curriculum, K-12.

As evidenced from this project, change can be observed in the attitudes and behaviors of all relevant groups toward nontraditional careers

even if the intervention time is limited. Although, no specific component of this model can be transferred directly to another setting exactly, it is useful to look at some of the characteristics of this project as an approach in expanding occupational choices for all students.

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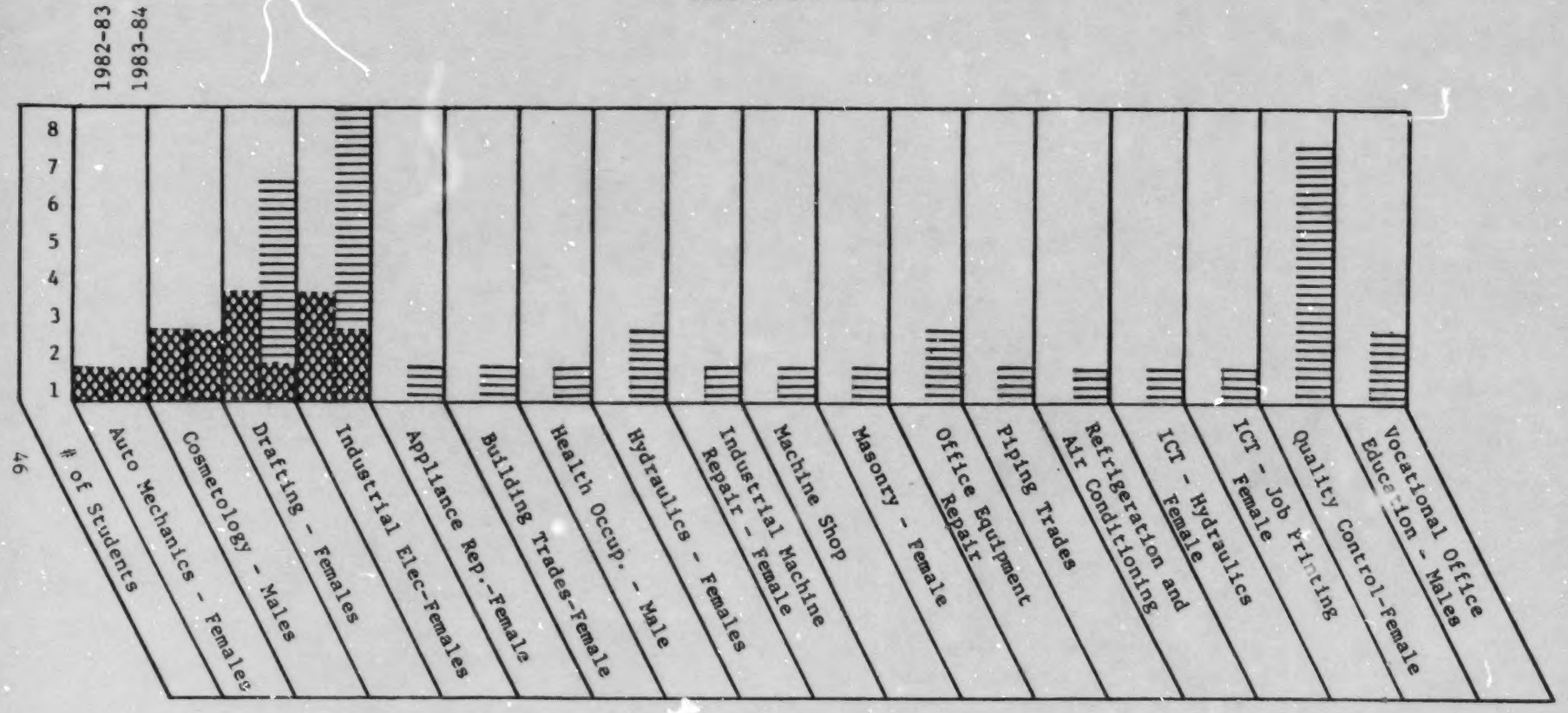
NONTRADITIONAL STUDENT ENROLLMENT IN

VOCATIONAL PROGRAMS

1982-83 and 1983-84



46

INTERVIEW

NONTRADITIONAL STUDENTS

Introduction: 16 Females; 3 Males

Define nontraditional:

"A lot of men and women now go into jobs that traditionally only people of the opposite sex worked in. Since you are enrolled in a program that is nontraditional for persons of your sex, I'd like to talk to you about how you made that decision."

1. What is your mother's work?

6	Outside home
11	Unemployed outside home
1	No Answer

2. What is your father's work?

13	Outside home
1	Unemployed outside home
5	No Answer

3. When did you first consider taking this class?

3	9th grade
10	10th grade
4	11th grade
2	heard vocational presentation

4. Did you have any concerns or hesitation about taking this class? Explain.

9	Yes
10	No
3	I thought I was going to be the only girl
1	My mother gave me a hard time
1	I thought I might not fit in
2	I thought the guys might mistreat me (give me a hard time)
1	It might be too hard

5. What were the deciding factors in taking this class? Evaluate each by assigning a 3 = very important, 2 = somewhat important, 1 = not important.

2.6	Earn a good income	2.2	Have ability
2.8	Have interest	2.4	Working conditions
2.1	Conditions in the program	-0-	Other (specify)_____

6. How many other students are enrolled in your class that are of the same gender?

Females		Males	
3	no other female	2	no other male
7	one other female	1	one other male
3	two other females		
3	three other females		

7. Did anyone ever discourage you from certain classes?

16 Yes 1 No 2 No Answer

8. Who, if anyone influenced your decision? (You may select more than one) Choose from the following: (Rank in order of importance)

First choice only

2 Mother 11 Counselor 1 Teacher 0 Minister/Preacher

2 Father 2 Friends 1 Brother/Sister 1 No one

9. What, if anything, influenced your decision? (You may select more than one)

0	Brochure	0	Visiting a job site	
0	TV, Radio Ads	0	Reading an article	
0	Poster	1	Working in the area as a volunteer	
14	Class Presentation by counselors	0	Career Day	3 No Answers

10. Do you think boys/girls are suited to this kind of work? Why or Why not.

18 Yes 1 No

11. Do you feel you have been treated differently in this class because of your sex? By whom? How?

9 Yes
9 No
1 No Answer
3 I get asked to do more things
1 Not in class, outside of class
5 I get more attention, I'm treated special
1 The guys treat me differently

12. What are some of the reasons that you think your friends and women in general have for not entering male/female dominated classes?

2 Not interested
1 My friends think it is boring
2 Want to stay at home school
5 They think it is a tough job/can't handle the job
1 Not advertised enough so that students get interested
6 My friends don't know anything about it/are not encouraged
3 Too embarrassed to be the only girl/boy in class/only think it is for boys

13. Were you as prepared for this class as well as other members of the class? Explain.

7 Yes
12 No
1 Had not taken Biology
3 Didn't have any background information regarding course
2 Didn't know anything about tools

14. What suggestions do you have to improve enrollment?

11 give class presentations (use counselors, teachers, and students)
3 provide opportunities for students to talk to people who hold nontraditional jobs
1 provide better counseling
4 hold field trips (give hands-on demonstrations)

15. What are your plans after high school?

5 to work
1 to attend a vocational/technical program
7 to go to college part time an work part time
3 to go to college
1 have no plans
2 other (go to service)
1 no answer

16. What is the job you really want to have?

13 selected job associated with vocational program
3 selected job not associated with vocational program
1 no selection

INTERVIEW

NONTRADITIONAL STUDENTS

Introduction:

Define nontraditional

"A lot of men and women now go into jobs that traditionally only people of the opposite sex worked in. Since you are enrolled in a program that is nontraditional for persons of your sex, I'd like to talk to you about how you made that decision."

1. Name _____

2. What program are you presently taking in vocational education?

_____

3. Are you a nontraditional student? _____Yes _____No

4. How old are you? _____

5. What is your mother's work? _____

6. What is your father's work? _____

7. When did you first consider taking this class? _____

_____

8. Did you have any concerns or hesitation about taking this class? Explain.

_____Yes _____No _____

_____

_____

9. What were the deciding factors in taking this class? Evaluate each by assigning a 3 = Very important, 2 = Somewhat important, 1 = Not important.

☐	Earn a good income	☐	Have ability
☐	Have interest	☐	Working conditions
☐	Conditions in the Program	☐	Other (specify) _____

10. How many other students are enrolled in your class that are of the same gender?

(#)_____

11. Did anyone ever discourage you from certain classes? _____

_____

12. Who, if anyone influenced your decision? (You may select more than one) Choose from the following:

☐ Mother ☐ Counselor ☐ Teacher ☐ Minister/Priest

☐ Father ☐ Friends ☐ Brother/Sisters

13. What, if anything, influenced your decision? (You may select more than one)

☐ Brochure ☐ Visiting a job site

☐ TV, Radio Ads ☐ Reading an article

☐ Poster ☐ Working in the area

☐ Class Presentation ☐ Career Day

14. Do you think boys/girls are suited to this kind of work? Why or Why not.

_____

_____

_____

15. Do you feel you have been treated differently in this class because of your sex? By whom? How?

_____

_____

_____

_____

16. What are some of the reasons that you think your friends and women in general have for not entering male/female dominated classes?

_____

_____

_____

17. Were you as prepared for this class as well as other members of the class? Explain.

_____

_____

_____

_____

18. What suggestions do you have to improve enrollment?

_____

_____

_____

19. What are your plans after high school?

_____ to work

_____ to attend a vocational/technical program

_____ to go to college

_____ have no plans

_____ other (go to service)

20. What is the job you really want to have?

_____

_____

21. How much money do you expect to earn at your first job?

_____ per hour

EVALUATION OF VOCATIONAL EQUITY PROJECT

BY VOCATIONAL COUNSELORS

6 Interviewed

1a. Have you seen an increase in nontraditional enrollments?

6 Yes 0 No

b. What do you attribute this to?

4 Public awareness of vocational programs
1 More information available to students
1 Open House for Applicants

c. Are they running into difficulties?

0 Yes 6 No

3. In your opinion, what keeps young women or men from entering non-traditional classes?

5 Parent and peer pressure
2 Fear of being different/only one in class
1 Proper guidance
1 Teacher's bias

4. Who do you think is the most influential person on a student wanting to take a nontraditional program?

Academics
Parents, family friend
Teachers
1 Peers
1 Vocational counselor
Student - personal interest and motivation

5. Do academic counselors assist you with activities to recruit students into vocational courses?

3 No 3 Somewhat 0 Yes

6. What do you think would increase the number of students enrolling in nontraditional classes?

2 -posters on nontraditional workers
-include statements of nontraditional opportunities in vocational presentations
-calling parents to discuss nontraditional opportunities

3 -publicize successful nontraditional students
-classroom presentations
-visits to vocational classes.

VOCATIONAL COUNSELORS INTERVIEW

6 Interviewed

1. Please rate the importance of the following in helping the recruitment, retention, and placement of non-traditional students.

   (Scale 1, 2, 3; 1 = not very helpful, 2 = is somewhat useful, 3 = very helpful)

Open House Activities	No Answer	1
	Average	2.6
Media Campaign	Average	2.7
Saturday Open House	Average	3
Mentor-Protege Program	No Answer	1
	Average	3
Linkage Conference (Educators and Non-traditional Workers)	No Answer	3
	Average	3
Counselors Linkage Conference	No Answer	2
	Average	2.8
8th Grade Field Trips	No Answer	1
	Average	3

EVALUATION OF VOCATIONAL EQUITY PROJECT

BY VOCATIONAL COUNSELORS

1a. Have you seen an increase in nontraditional enrollments?

b. What do you attribute this to?

c. Are they running into difficulties?

3. In your opinion, what keeps young women or men from entering nontraditional classes?

4. Who do you think is the most influential person on a student wanting to take a nontraditional program?

5. Do academic counselors assist you with activities to recruit students into vocational courses?

6. What do you think would increase the number of students enrolling in nontraditional classes?

INTERVIEW QUESTIONS FOR EDUCATORS

LINKAGE CONFERENCE SUMMARY

(16 Interviewed)

1. What position do you hold?

...Assistant Principal
...Coordinator of Home Economics
...Vocational Supervisor
...Dean of Continuing Education
...Quality Control/Assurance Instructor
...Electrical Trades Instructor
...Assistant Principal
...Vocational Counselor
...Vocational Supervisor
...Supervisor for Industrial Arts
...Principal
...Vocational Counselor
...Realtor/College Instructor
...Office Duplication Instructor
...Secretary
...Vocational Supervisor

2. How long have you worked in vocational education?

Answers varied from 1-21 years.

3. How long have you worked with nontraditional students?

Answers varied from 1-17 years.

4. What experiences have you had with nontraditional students?

...Developed parental involvement program.

...The transition of home economics from all girls to girls and boys.

...I trained young men in office occupations. They were reluctant to enter the class, but the training was a springboard to lifetime careers.

...Recruitment & Retention. Worked with programs for women in construction.

...In my first year as a teacher I have a female first year student in my Electrical Trades class.

...Students were afraid of failure.

...Females in Industrial Arts Woodworking.

...For the most part hard-working and determined.

...Difficulty to convince students to go nontraditional due to peer pressure, parents influence or significant other pressures.

...Some girls find out that it's OK to be a printer; find out they even excel at this. In boys' cases some find typing and filing to be interesting rather than "sissy work".

...Boys in home economics classes.

5. From your experiences, what extra help, support, encouragement, or training is needed for nontraditional students?

...Large group enrollment to assist with breaking barriers.

...The home influence to "traditional" is greater than the educator's influence.

...Encouragement prior to and during the enrollment process is needed, and education is vital.

...1) Information 2) Support 3) Employer involvement.

...Support is needed from the school counselors, faculty and especially from school administrators.

...Mainly more encouragement and more role models.

...Field trips in specific job areas for nontraditional jobs.

...Need confidence from someone that believes that nontraditional students "will" make it.

...In my experience, none. Female students have been perfectionists and did not require any more of above than males.

...Encouragement.

...Students need acceptance by their peers and family and a general acceptance by the public.

...Mass Media to convince parents. Intake from lecturers in nontraditional jobs to come to classrooms.

...They need more training/awareness at home.

...Encouragement - Meetings like this one - Vocational training.

...Curriculum must meet the needs of all the students, often requires some modification.

6. What problems have you encountered/observed with nontraditional students?

...Not telling their parents they've enrolled in a nontraditional ("dirty" work field.)

...Physical limitations for "heavy work".

...Lack of acceptance among some peers and failure to stay with nontraditional jobs because of job pressure are problems.

...Some had misconceptions about job area. Retention improves if peer support present.

...Female students lack basic mechanical skills that should have been developed in early childhood. Males are reluctant to admit when they do not have such skills.

...They have difficulties in motivation and a sense of belonging.

...Lack of self esteem

6. cont'd...

...Students have been programmed that girls should only play with dolls and not trucks where boys have been programmed that boys play with trucks & and it's very difficult to break the "ICE"!

...Peer pressure because of the nontraditional role.

...In my opinion, the only situation (observed), a female student in an automotive mech. program seemed only to be there for attention.

...Are thought to be oddballs by their peers and family.

...After they get over the shock or criticism, they like it, especially when they start "Earning" respect and recognition & material benefits.

...More often girls think (due to pressure and example at home) that men should be dominant and they subservient to them. In jobs they feel these are only temporary and they will eventually stay home.

...Students are influenced by peers - rather than interest. They often are reluctant to be leaders.

7. What are the future trends for students being enrolled in nontraditional classes/ programs?

...Very favorable

...Our home economics program has changed to 53% male over 10 years so I'm encouraged that a change is afoot!

...Opportunities for careers abound and salaries for some positions are an incentive.

...New areas, higher percentage

...Our nation MUST advance in technology and MUST fill the voids in industry. Fither we develop our vocational programs or we fold as an industrialized Super Power.

...I believe as more of the stereotyping ideas are erased we will see more students enrolling in nontraditional programs.

...The future is very bright and encouraging.

...I feel it great! Nontraditional students are building confidence in themselves.

...I see them to increase in numbers and/or percentages overall.

...The young people of today seem to be more "headstrong" in that they pursue a field because they want to; and not falling out because of the pressures that are placed on them.

...They are being accepted more and more in all occupations and in the near future there will not be a difference.

...There are now male teachers in home economics.

INTERVIEW QUESTIONS FOR EDUCATORS

1. What position do you hold?_____

2. How long have you worked in vocational education?_____

3. How long have you worked with nontraditional students?_____

4. What experiences have you had with nontraditional students?_____

5. From your experiences, what extra help, support, encouragement, or training is needed for nontraditional students?

6. What problems have you encountered/observed with nontraditional students?

7. What are the future trends for students being enrolled in nontraditional classes/programs?

INTERVIEW QUESTIONS FOR

NONTRADITIONAL WORKERS

23 Interviewed

1. What position do you hold?

Mechanic
Service Representative
Dental Hygienist
Project Engineer
Bus Driver
Office Clerk
Teacher
Vice President
Firefighter
Company Controller
Draftsperson
Regional Manager
Produce Buyer
Operation Sergeant
Systems Representative
Admin. Asst. to Deputy Supt.
Print Shop Manager
Cosmetologist
Fashion Designer
Architect Associate
Machinist
Secretary
Electronics Mechanic

3. Because you are/have been a nontraditional worker,

A) Why did you select this occupation?

...To work outside and not deal with the public
...The pay; a challenge to meet people
...I plan on becoming a Dentist, and Dental Hygiene is an introduction
...Challenge; wanted a job where I could control outcome
...I enjoy working with tools
...Viewing the opportunities for the future
...Retired, and decided I wanted to work with children
...Curious about financial institutions
...Money
...My father has been in the printing business 40 years and I have grown up in it
...Interest and also influenced by my father
...I started in the field on a clerical basis and worked up
...Started as a teletypist/secretary and worked my way up
...Selling provides a constant challenge for me
...I enjoy the work
...Strictly by accident, looking for secretarial work & got a duplicating clerk job
...I understood my ability with my hands & knew I could make money
...Fashion is in; chance to do and show what I do best
...I wanted to be a designer but got to drawing homes and liked it better
...I enjoy working with my hands & making parts for machines

3. B) What is the most difficult part of your job?

...Really none
...The constant change and break up of Ma Bell
...Dealing with rude and unfriendly people
...Overcoming the stereotyping
...Having to control students, while driving, in a safe manner
...Assisting and evaluating the district test at certain dates
...Personnel
...The heaviest portion of lifting barrels in preparation for training fires
...Business planning and marketing
...Getting fellow male co-workers to admit that I know my work
...Coordinating all aspects of the business to meet a time frame
...Making sure I have enough merchandise, and not too much
...Army changes
...Internal problems - i.e. product availability, back orders
...Keeping up with changes/advances in office procedures/equip.
...Stressful in meeting rush, unexpected jobs and deadlines
...Communicating with clients and co-workers
...To design something that a person can feel comfort with
...Having jobs out in time, because it is very tight timing
...The material - steel is sometimes very difficult to work.
...Trying to make people believe that I am a secretary
...Learning to use test equipment

C) What is the most enjoyable part of your job?

...The way I dress
...Being able to solve problems and know I've helped someone
...Satisfying my patients, doing the best job I can do
...Well completed project; recognition; group interaction
...Driving a bus
...Learning all areas of the department I work for
...To see the progress students make in this skill
...Helping employees better themselves and in return serving the membership
...Helping people
...On the field job supervision
...The new things I learn every day, there is always something new
...Meeting with customers and getting first hand look at product application
...Get to meet all types of people; continuous education
...When things go like I schedule them
...Interacting with people and providing them with solutions to their problems
...I find my job completely enjoyable
...Working with management and dealing with people
...Using all my ability to create with hair and fashion
...Designing and seeing my things worn
...Working with the people (customers)
...Making parts
...I get to do what I enjoy - art work
...When I've repaired a piece of equipment & the results are acceptable by my inspector

3. D) How were you encouraged to select this occupation?

...A friend
...One day soon I would become an Installer or Repairman
...I knew what I wanted to do, to work in the dental profession
...Husband, professor
...Self motivation
...Through high school programs such as VOE
...The need for advancement
...My dad and brother needed help
...My father needed someone to help him in his construction business
...My superiors felt I had the drive & intelligence to pursue a career in the industrial supply field & encouraged me
...Liked working in the office and continued my education in that field
...Wanted to do something different
...Language has always been a strong asset of mine
...A Vocational guest speaker who visited my high school & showed a film
...I have always enjoyed fashions
...I had a neighbor who was a designer. I liked his job
...Because it is different
...I had a chance to move from a clerk up to a secretary, which makes more money
...I talked to a few people in Electronics and it all sounded wonderful

3. E) In what ways were you discouraged to select this occupation?

...The work is very dirty and heavy
...I was told women didn't hold installer positions nor were they estimate assigners either
...I was never discouraged
...Stereotype attitudes
...None whatsoever
...Fear of not being accepted
...Everyone said it was for males only
...Women are not trained to work in this area
...Basically a male domain --- told too stressful for a woman
...People who would say the Army is no place for a woman
...Was told that there was too much pressure in working with commission
...The financial limits are discouraging
...Comments like...What is a Woman doing working as a Print Shop Mgr.
...My father said it was duty work and not a profession
...All males in my classes, its hard to do good
...It is very difficult to move up in step and pay

4. What advice would you give to students that are considering a nontraditional career?

...Go for it! You can do anything you really want to
...Don't give up - Hard work and patience always pay off
...If a person's mind is set on studying or working in a certain field I think that person will do well in his/her occupation

...Learn to work in groups, don't be too sensitive
...Make sure that it is what you enjoy
...The opportunities are out there you just have to motivate yourself
...Be sure its what you want, then work and study hard
...Continue their education, get into a program such as VOE, DE, and similar programs
...Be in excellent physical condition
...There is much opportunity with good attitudes and willingness to apply oneself completely
...Go ahead and do it if you like it. Don't let anyone try to change your mind
...Choose an area that is interesting to you and train for that field
...Read about and go visit different places. Set your goals, and go after it! Check what schools offer you the best training or schooling, and go to it -- and do your best.
...Go for it and believe in yourself
..."GO FOR IT" Never settle for anything less than you believe you deserve. You are who you believe you are
...Persevere
...Make a decision and set your goals in a field you like - persuit, discipline, dedication
...Communication - Very Important
...Keep trying and never give up, try to do the best in what you do
...To go for it because its always well worth it when you succeed
...Be sure that this is the job that the person really wants and knows that they would be happy in this field
...Pursue what is in you not what is in other peoples bias

5. How do you assess your future in a nontraditional occupation?

...Good, hopefully moving up the ladder
...Receiving higher pay and promotions
...Excellent
...It gives me the goal of experiencing the relation of people and working with them to assess the future
...I feel that Vocational Education will do away with nontraditional titles as men and women are accepted by skill rather than sex
...Very Good
...I intend to become as involved as possible in my field and learn as much as I can as I go
...More and more women/men are going into nontraditional jobs. I think there will eventually be no such thing as "nontraditional" People are increasingly accepting
...Absolutely limitless!! A constant challenge filled with potential and happiness
...Bright
...Excellent opportunity - money making - opening doors for other careers
...I hope to be in my bosses place (the Architect)
...I love my work and that's what counts
...The only limitation is my talent and my desire and anybody elses.

INTERVIEW QUESTIONS FOR
NONTRADITIONAL WORKERS

1. What position do you hold?_____

   Number of years_____ What exactly do you do on your job?_____

   _____

   _____

   _____

2. What other kinds of jobs have you had?_____

   _____

   _____

   _____

3. Because you are/have been a nontraditional worker,

   A) Why did you select this occupation?_____

   _____

   B) What is the most difficult part of your job?_____

   _____

   C) What is the most enjoyable part of your job?_____

   _____

   D) How were you encouraged to select this occupation?_____

   _____

   E) In what ways were you discouraged to select this occupation?_____

   _____

4. What advice would you give to students that are considering a nontraditional career?_____

   _____

5. How do you assess your future in a nontraditional occupation?_____

   _____

   _____

ADVISORY COMMITTEE MEMBERS
INTERVIEW QUESTIONNAIRE

I. Introduction

A. Explain Title IX and Title II
Title IX addresses sex discrimination in all aspects of education while Title II addresses sex discrimination, sex bias, and sex stereotyping specifically in vocational education.

B. Review purpose of 1983-84 Vocational Equity Project: Linking Education and Industry

II. Questions

A. How would you define the term nontraditional students?

B. What has been your experience with nontraditional students/workers?

C. What recommendations or suggestions do you have regarding the recruitment, retention or placement of nontraditional students into vocational programs or into the world of work?

SUMMARY EVALUATION

LINKAGE CONFERENCE

(Educators and Nontraditional Workers)

1. When I go back to my job, I will promote nontraditional occupations by:

...trying to be available for groups related to VOE; encouraging youths to take advantage of the VOE programs; keep VOE students in mind for job openings.

...telling my co-workers about our meeting and the good it will do to other students if we can get involved to help them.

...seeking publicity from business and industry for Voc.Ed. and nontraditional occupations.

...continuing my involvement as a member in an Advisory Committee. I will offer Business as a field trip. Coordinate Mini-Conferences & tours at EPCC.

...promoting more field trips. Suggesting open house. Making vocational schools aware of types of vocations being used in our business.

...pushing the fact that if a 5'2", 103 lbs female can do it anyone can.

...doing what I do as well as I can. By fighting the urge to stereotype people; treating people as individuals and not members of the "Male" or "Female" Club.

...being more aware of the need of effective role models and encouraging everyone I come in contact with to participate in programs such as these.

...talking to my students about career possibilities in nontraditional roles.

...speaking out; active involvement in community efforts in this direction.

...encouraging women that I know to get into nontraditional jobs and explain to them about the great opportunities there are in promotions, etc; and liberate them of any fears they might have of going into a nontraditional job.

...attempting to reduce opposition to "new" or different job opportunities.

...telling my boss of what was happening tonight and how we could help when you call on me.

...encouraging early education, use of role models, and supporting publicity for the "right to choose" from many careers.

...trying to involve our employee-relation group in the VOE programs information, career days.

...see about being a guide for a field trip.

...by talking to people, to parents especially; try to make them understand the opportunities there are for their children.

...helping nontraditional students with support, encouragement and guidance, as well as having nontraditionals come to the classroom.

BEST COPY AVAILABLE

2. Was this type of interaction between educators and nontraditional workers worthwhile?

(40) YES Why?

...it gives people from different walks a new insight.

...it showed you that you're really not alone in your nontraditional job; and allows and encourages you to seek higher goals.

...exchange of ideas is always productive.

...brought fresh new ideas about what industry wants, so that students may be better taught.

...better understanding of educators needs and what the businesses need.

...I've been in the Army 4 years and I didn't know I was a nontraditional model; it opened my eyes.

...there is a job to be done and its time to get with it - now! Awareness is instrumental in all learning.

...because we as educators made some good contacts to present to our students in the future as role models; because they offered objective suggestions to be used in my class.

...because you can hear and see what workers want in their business and let the educators know.

...I learned the need and importance that good educators are doing everything possible to meet their satisfaction of teaching; I'm so happy to see the interest of educators.

...super exchange & new ideas (too many educators talking to educators usually). very organized.

...I saw that I was enjoying the company of women who are in nontraditional jobs. I found I could relate to them in any matter as much as I could with men.

...it gave me encouragement that I am not alone as a nontraditional worker and I will encourage other women to get into nontraditional jobs.

...provided an opportunity to share ideas and meet career-persons in different nontraditional areas.

...the interaction gave proof that nontraditional workers can be successful and accepted.

...reinforced need to do an intensified public relations job!

...showed that people are willing to accept the new way of life and to change with the times both in needs and wants!

...both groups need the interaction to realize the potentials each has to offer and work together for the benefit of the upcoming generations - the future of our city and country.

...the left hand needs to know what the right hand is doing!

3. Comments/Suggestions:

...I'm glad to see our educators taking the first step in contacting businesses and attempting to procure mutual cooperation for the betterment of our community.

...very enlightening meeting, many worthwhile subjects discussed; a chance to share job ideas.

...the sessions were very educational. Too bad it wasn't long enough where people could switch around from one table to another and therefore become more knowledgeable - and share more ideas.

...beautifully done! Keep up the good work; let me know how I can help.

...great program! Enjoyed it and learned alot (mainly about me!).

...keep up the good work! Try to coordinate with the business community.

...through Federal Assistance, set a program with industry in which businesses would "loan" nontraditional workers to schools during the day, for a few hours, with the nontraditional employee paid.

...publicly showing nontraditional at work - television/PBS station.

...a well organized interesting workshop. People involved were enthusiastic, cooperative and genuinely concerned.

...the meeting was well-planned, and the participants were great.

...I suggest having role models visit high schools and talk to high school students.

...are the students fully aware of the potential benefits these programs offer? Perhaps this is a good place to start with promotion and removal of vocational stigma.

...I feel vocational education should be advertised more in the schools. Many students don't know what Vocational Education means.

...besides society our biggest obstacle is in changing the attitudes of school administration, faculty and counselors who are old-fashioned, close minded, traditional .....

LINKAGE CONFERENCE

EVALUATION

Nontraditional Workers and Vocational Educators

1. When I go back to my job, I will promote nontraditional occupations by

_____

_____

_____

2. Was this type of interaction between educators and nontraditional workers worthwhile?

_____YES _____NO

Why? _____

_____

_____

3. Comments/Suggestions:

_____

_____

_____

_____

_____

_____

EVALUATION SUMMARY

COUNSELORS LINKAGE CONFERENCE

April 12 - 13, 1984

1. Did the conference meet the objectives?

20 yes - no

Explain:

...I did become more aware of inequities that exist in our life, most especially in vocational education.
...It enlightened me as to what I can do as a counselor, to be more effective in counseling my students toward vocational choice.
...The conference reinforced my present awareness of sexual bias.
...Met my expectations and filled more.
...Linking Vocational and Academic Counselors
...I feel that we gained a better understanding of how we can eliminate sex bias. A better relationship was developed between counselors.
...I learned about many things that I can do to lead towards the goal of achieving equity.

2. What activities did you like best?

...Nontraditional jobs, Brainstorming on Barriers, Explanation of 7 steps of change.
...The question and answer segment, when we discussed personal feelings with each other.
...I enjoyed all of them.
...Group activities.
...Howdy, Things I do so well!, Barriers, Working Lunch Idea.
...The data provided by the presenters.
...Toni's presentation on interaction with others in equity.
...The Awareness training the first day.
...Tour of the vocational high school, He-She film.
...I was extremely motivated by Toni Moynihan.
...Everything Toni Moynihan did.

3. How will you use this information?

...In conferences with clients, with my family.
...By paying closer attention to my students, eye contact, listening attentively.
...Try to implement what I have learned in my work.
...Update my sources and information.
...Use it now!
...I will be more aware of my own choice of words, of my biases and work at eliminating them. I will obtain and provide more up-to-date information.
...By continuing to give out information to all students with the understanding that all persons be given equal opportunity.
...In the classroom, or for better zero-in small group lectures.
...In any way possible - especially in my career.
...Try to encourage more kids into non-traditional vocations.
...Share with my clients.

4. Comments/Suggestions:

...There was too much repetition.
...Do It Again!
...Excellent.
...I would have appreciated more info on Voc.Ed. and how to educate both kids & parents on its value and less on sex-bias.
...Good---especially the first day.
...Could we get some teachers to attend these workshops.
...Loved it! Thank you.
...Keep on having such worthwhile workshops!
...End conference with Toni Moynihan or handle all of it. Very inspirational.
...Have Toni Moynihan conduct all the conference. Super Lady!

LINKAGE CONFERENCE April 12-13, 1984

EVALUATION

Counselors

1. Did the conference meet the objectives?

_____YES _____NO

Explain _____

_____

_____

2. What activities did you like best?

_____

_____

_____

_____

3. How will you use this information?

_____

_____

_____

_____

4. Comments/Suggestions: _____

_____

_____

_____

_____

OPEN HOUSE

STUDENT EVALUATION

141 Respondents

1. Did you enjoy the open house?

139 Yes 1 No 1 No Answer

2. Do you plan to enroll in a vocational program next year?

131 Yes 9 No 1 No Answer

If yes, which one.

2[illegible]	Cosmetology	5	Welding
24	Auto Mechanics	4	Cabinet Making
21	Vocational Electronics	4	Drafting
19	Undecided	3	Building Trades
9	Cooperative Programs (DE-2,HECE-4,ODP-2,VOE-1)	3	Refrigeration and Air Conditioning
7	Health Occupations	2	Computers
5	Electrical Trades	1	Appliance Repair
5	Industrial Electronics	1	Machine Shop

3. Has this tour increased your interest in the program you have selected?

132 Yes 7 No 2 No Answer

4. Have you changed your mind as to what course to enroll in as a result of this tour?

29 Yes 111 No 1 No Answer

5. Would you recommend this kind of activity to other students?

134 Yes 6 No 1 No Answer

Comments/Suggestions:

...You should have more programs like this.

...I liked the speakers alot, you can learn many things just by talking and listening to them.

...This program is a terrific program because we students have an advantage to learn what we want at no cost, it prepares us for our career.

...I thought it was a very good program. I learned alot more information about the facility than I did before.

...I think it's good and you should continue to do this kind of activity.

...I really enjoyed it, hope you have one every year.

...The program today was fun, and very informative.

...I had a great time today.

...Well organized. Interesting panel.

...This has been a very interesting Saturday. Thank you for sharing, and for your concern for us teenagers.

...I really think you should continue this program to help students get involved in vocational courses. I enjoyed it and this pushed me to follow through with my plans for the future.

...You should have younger speakers; speakers that just graduated from vocational school.

OPEN HOUSE

STUDENT EVALUATION

1. Did you enjoy the open house?

   _____YES _____NO

2. Do you plan to enroll in a vocational program next year?

   _____YES _____NO

   If yes, which one _____

3. Has this tour increased your interest in the program you have selected?

   _____YES _____NO

4. Have you changed your mind as to what course to enroll in as a result of this tour?

   _____YES _____NO

5. Would you recommend this kind of activity to other students?

   _____YES _____NO

COMMENTS/SUGGESTIONS:

_____

_____

_____

_____

_____

_____

EIGHTH GRADE FIELD TRIP

Follow-Up Survey

1. What did you learn from reading the bright yellow brochure, "Where Will the Jobs be in the 1980's?"

Males Total 101

(13) Left space blank

(25) Didn't read it

(8) Women are working in many non-traditional jobs and some are getting paid more.

(10) That computers will be important to jobs in the future.

(45) There are a lot more jobs than just traditional jobs. There are different career choices in vocational fields. The benefits of non-traditional jobs.

Females Total 125

(16) Left space blank

(30) Didn't read it

(2) Computers will be very much in demand in the future.

(45) The benefits of non-traditional jobs. The different kind of jobs and their opportunities. The different job skills taught in vocational.

(32) Women get paid more in non-traditional jobs.

2. What did you like best about this brochure?

Males 101

(19) Left space blank

(24) Didn't read it

(8) The illustrations

(50) The information about the different classes available. The information about the vocational school. The information about jobs and the encouragement it gives to prepare oneself for the future.

Females Total 125

(33) Left space blank

(12) Didn't read it

(5) Benefits of having a non-traditional job.

(11) It gives females encouragement to try for non-traditional jobs.

(4) The illustrations

(60) The explanations of the different jobs available. The information encourages you to think seriously about trying vocational classes. It tells about the choices available using different job skills. It was very informative.

3. From the tour of the vocational high school, what did you learn about vocational education?

Males Total 101

(8) Left space blank

(5) Nothing, they didn't learn anything

(22) Vocational can help you get prepared for future jobs. It will train you and it will be useful for future jobs. It will also make it easier to get a job.

(66) They teach you different skills. It is hard work not just play. It is very educational. They teach you about the different jobs in the world today. You can get credits for these classes.

Females Total 125

(14) Left space blank

(2) Learned nothing

(19) The classes help you prepare for a better job. It is helpful for the future. After you get all the experience in class you are ready for a good job.

(4) They offer classes for both men and women

(76) There are a wide variety of trades to take. You learn many skills and get a very good education. It's like college but free.

(10) It is important and interesting. It is fun but you have to do your part and work hard.

4. What did you learn about non-traditional work?

Males Total 101

(19) I didn't learn anything

(21) Left space blank

Males cont'd

(4) People should be more encouraged to work in non-traditional jobs because they are not very common.

(20) Higher salary and more benefits.

(25) Both men and women can do this kind of job.

(12) Characteristics--different, pretty good, educational, nice atmosphere to work in, helpful, interesting, many things to do.

It is different from traditional work, it's a great way to learn a trade and there are many things you can do.

Females Total 125

(4) Didn't pay attention

(28) Left space blank

(2) Learned about machines. Example: TV, radio, and computers.

(9) It could be a real challenge and a lot of excitement. It is useful in this day and time, it can be fun and educational, it is easy and interesting and it is easy living.

(39) Non-traditional work is not just for men but for both men and women.

(37) Offers more benefits and more pay.

(3) There are not enough girls in non-traditional work.

(3) Once you are in the class is will be easier to learn more because they explain. I learned a little.

5. Would you be interested in taking a class at the Vocational High School?

Males Yes (62) No (39)

Auto Mechanics	15	Body Shop	2
Electronics	11	Hydraulics	1
Drafting	6	Industrial Arts	1
Computers	6	Mechanical Drawing	1
Welding	6	Woodwork	1
Mech.Engineering	3	Art Class	1
Carpentry	2	Not Sure	5
Home Appliance Repair	2		

Females Yes (78) No (45)

Cosmetology	41	Mechanics	2
Nursing	7	Homemaking	1
Drafting	6	Business Machines	1
Typing/computers	4	Safety Precautions	1
Hydraulics	3	Mechanical Drawing	1
Electronics	2	Not Sure	9

EIGHTH GRADE FIELD TRIP

STUDENT SURVEY

FEMALE _____

MALE _____

1. What did you learn from reading the bright yellow brochure, "Where will the jobs be in the 1980's?"

_____

_____

_____

2. What did you like best about this brochure?

_____

_____

_____

3. From the tour of the vocational high school, what did you learn about vocational education?

_____

_____

_____

4. What did you learn about nontraditional work?

_____

_____

_____

5. Would you be interested in taking a class at the Vocational High School?

_____YES _____NO

If yes, what class?

_____

_____

_____

EVALUATION BY NONTRADITIONAL TOUR GUIDES

(7 Respondents)

What are your recommendations to improve the eighth grade field trips?

4	Students should be provided the information regarding vocational education prior to attending the field trip.
3	Spend more time in each classroom.
2	Teachers should be better prepared and cooperate with tour guide during the field trip.
2	Only bring the students that are interested.
1	Provide more hands-on demonstrations in the class.
1	Concentrate on the benefits of attending the vocational school.

12 mailed; 7 returned

BUSINESS PERSON EVALUATION SUMMARY

Please take a moment to answer the following questions and to make any comments or suggestions that you feel may help improve the program. There is a self-addressed stamped envelope for your convenience.

	Excellent	Good	Satisfactory	Poor	Not Able To Rate
1. What is your overall view of the program?	5	1			
2. What was the effect of the program on your employees?	2	3	1		
3. What level of understanding did the students demonstrate?	3	3			
4. What level of Interest and Enthusiasm did the student show?	5	1	1		
5. At what level are the students basic skills? (Please check one for each) NO ANSWER 1			1		
a. Reading?	1		1		2
b. Writing?	1		1		2
c. Math?	1		1		2
d. Oral Communication?	2	1	1		
6. Did we do a good job in preparing you for the visit?	5	1	1		
7. What are your feelings about participating in a similar program in the future?	4	2			

8. Changes you would suggest?

Give students credit for attending

9. Additional Comments? Enjoyed it.

BUSINESS PERSON EVALUATION

Please take a moment to answer the following questions and to make any comments or suggestions that you feel may help improve the program. There is a self-addressed stamped envelope for your convenience.

Company Name _____

Department _____

Number of Students _____

	Excellent	Good	Satisfactory	Poor	Not Able To Rate
1. What is your overall view of the program?					
2. What was the effect of the program on your employees?					
3. What level of understanding did the students demonstrate?					
4. What level of Interest and Enthusiasm did the student show?					
5. At what level are the students basic skills? (Please check one for each)					
a. Reading?					
b. Writing?					
c. Math?					
d. Oral Communication?					
6. Did we do a good job in preparing you for the visit?					
7. What are your feelings about participating in a similar program in the future?					

8. Changes you would suggest?

_____

_____

9. Additional Comments? _____

_____

_____

MENTORING PROGRAM

Student Evaluation of Visitation

__8__ Males

1. Before the visit did you feel you could make a career in this field?

__6__ Yes __2__ No

After the visit, did your attitude change?

____ Yes __8__ No

Why? The students commented that they felt more enthusiastic about pursuing the career.

2. What new things did you learn about this job?

__1__ how to be more responsible
__6__ gained new skills
__1__ potential upward mobility in the job

3. Would the requirements of this job fit in with your lifestyle as you see it? A) 10 years from now? B) 20 years? 30 years?

__5__ Yes
__3__ No

__1__ Yes
__4__ No
__3__ No Answer or Don't Know

4. What do you see as the most satisfying part of this job?

__8__ atmosphere/benefits/people

5. What do you see as least desirable part of this job?

__3__ physical setting (Ex. cooling and heating)
__1__ doing the same job, over and over
__1__ pressure
__3__ nothing

MENTORING PROGRAM

Student Evaluation of Visitation

12 Females

1. Before the visit did you feel you could make a career in this field?

2 Yes 1 No

After the visit, did your attitude change?

____ Yes 12 No

Why? The students commented that they felt more enthusiastic about pursuing the career.

2. What new things did you learn about this job?

1 the job is important
9 gained new job skills (use of machines, etc.)
1 hard work but challenging
1 communication skills

3. Would the requirements of this job fit in with your lifestyle as you see it? A) 10 years from now? B) 20 years? 30 years?

A) 10 years from now?	B) 20 years? 30 years?
9 Yes	4 Yes
2 Don't know	1 No
1 No (marry and have kids first)	7 No answer

4. What do you see as the most satisfying part of this job?

9 the people/on the job and customers
2 learn new things/the job
1 benefits

5. What do see as the least desirable part of this job?

3 physical conditions present at the job
3 pressure
5 people/employers and customers
1 nothing

Student Evaluation of Visitation

Female

Was this a worthwhile experience for you? All females said yes.

Would you recommend continuing the program? All females said yes.

Any suggestions? Continue on with the program, keep it a whole day instead of half a day.

Male

Was this worthwhile for you? All males said yes.

Would you recommend continuing the program? All males said yes.

Any suggestions? Should have full day to visit the company. One should try their best and ask questions and talk to the people you'll be working for.

STUDENT EVALUATION OF VISITATION

1. Before the visit did you feel you could make a career in this field? After the visit, did your attitude change? Why?

2. What new things did you learn about this job?

3. Would the requirements of this job fit in with your lifestyle as you see it 10 years from now? 20 years? 30 years?

4. What do you see as the most satisfying part of this job?

5. What do you see as the least desirable part of this job?

6. Was this a worthwhile experience for you?

   Would you recommend continuing the program?

   Any suggestions?

PROJECT ACTIVITIES

Throughout the project, programs and activities were field tested. The following activities were completed:

- Publicity Activities
  1) Display Booth
  2) Public Service Announcements
  3) Newsletter to Parents
  4) Bias-Free Brochure
- Open House for Vocational Applicants
  use peer role models
- Eighth grade Tours of Vocational Classrooms
- Linkage Conference - Nontraditional Workers and Vocational Educators
- Workshop/Conference for Students
  1) ODP Conference
  2) FHA Conference
- Workshop for Educators
- Futures Week, a middle school program
- Role Model Index
- Job-Visitation Program